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ABSTRACT

Seventh graders in Manitoba will gain a better understanding of the highly interdependent and interconnected world in which they live when they complete these supplementary units of study. Units and subtopics are: (1) Planet Earth--how it resembles a spaceship, its relationship to the universe and to the solar system, and how its motions and structure cause it to change; (2) Physical Environment and Its Resources--major landforms and resources; (3) Diversity of Human Life on Earth--racial and cultural patterns, population patterns; (4) Patterns and People Around the World--selected countries from the developed and developing nations; and (5) Ecological System of the Earth--human threats. Each unit subtopic includes objectives, teaching strategies, learning activities, and discussion questions. Activities involve students in reading and discussing textbook selections, preparing bulletin boards, making collages, constructing time lines, viewing films and filmstrips, conducting research, and making oral and written reports. An annotated listing of teacher and student print and nonprint resources for each unit is included. (RM)

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SOCIAL STUDIES INTERIM GRADE GUIDE

FOR

GRADE SEVEN

SPACESHIP EARTH

SP014413

DEPARTMENT OF EDUCATION

PROVINCE OF MANITOBA

1982

THIS GUIDE IS SUBJECT TO REVISION ON THE BASIS OF INFORMATION RECEIVED FROM SCHOOLS DURING THE 1982-83 SCHOOL YEAR. IT IS EXPECTED THAT MODIFICATIONS WILL NOT BE IN THE DESIGN OF THE PROGRAM. RATHER, CHANGES MAY BE MADE IN AREAS CONCERNING STRATEGIES, RESOURCE MATERIALS, AND IMPLEMENTATION.

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John Lohrenz, Curriculum Development Consultant, Department of Education

THE SOCIAL STUDIES PROGRAM

This outline for the grade seven social studies program is an interim guide that is available for use in the 1982-83 school year, and is subject to revision on the basis of information received from schools during that period. It is expected that modifications will not be made in the design of the program. Rather, changes may be made in areas concerning implementation, teaching strategies, and resource materials. Teachers are encouraged to forward suggestions for the improvement of this guide to the Manitoba Department of Education, Curriculum Development Branch, 409-1181 Portage Avenue, Winnipeg, Manitoba, R3G 0T3.

Level I, II, III Documents

Curriculum guides are produced in three different formats, referred to as Level I, II, or III documents. In some subjects/courses, Levels I and II are combined into a single document (e.g., Mathematics K-6), while for others separate documents have been developed (e.g., Language Arts, Social Studies). The documents are defined as follows:

Level I: a Level I document serves to identify the minimum program expectations for a given subject or course and consists primarily of a rationale, statement of goals, teaching objectives, and expectations. These statements, approved by the Minister of Education, constitute provincial policy and the teaching of the objectives identified is mandatory.

Level II: a Level II document is composed of a support material which expands the program beyond the minimum expectations identified in Level I. This expansion involves the development of recommended additional support material and includes exemplary strategies or techniques but their use is not mandatory.

Level III: a Level III document provides a detailed instructional package that supports the implementation of a specific program and is normally developed where no suitable commercially produced material is available.

Status of This Guide

This guide is a Level II document. It should be used in conjunction with the Social Studies K-12 Level I document which contains the philosophy, rationale, goals and objectives of the overall program. Topic objectives for grade seven social studies will be contained in the Level I and Level II documents, and their teaching is required. Teaching strategies and learning activities, which parallel both topic objectives and focusing questions, are suggestions only and are intended to be used at the teacher's discretion. It is not intended that all the activities suggested be attempted. Teachers should select those activities they deem to be appropriate, or develop their own activities.

Individual Grade Guides

Individual grade guides are organized under the following headings:

- Grade Title and Overview
- Unit Title and Overview
- Unit Topics and Focusing Questions
- Unit Topic Objectives
- Unit Topic Suggested Teaching Strategies, Learning Activities and Questions

The overview statements that introduce each grade and its units are intended to outline the directions of the program. More specific focusing questions, with related objectives and teaching strategies, are included with each topic to guide inquiry.

It is suggested that teachers insert, within each grade guide, such materials as their own lesson plans, helpful teaching hints, resource materials, articles and test materials in order to make the guide as practical and useful as possible.

Textbooks

Where basic textual materials have been approved for a particular grade, they have been identified in the Manitoba Text Book Bureau Catalogue.

Adoption and Implementation

A clear distinction has been made between curriculum adoption--the formal introduction of the curriculum guide, initial purchase of materials, and orientation sessions, and curriculum implementation--a longer period of planned and active implementation characterized by measurable differences in classroom practices and student behaviour.

In order to provide as much flexibility as possible for schools/school divisions to introduce the new program, the following schedule of adoption has been set up for the introduction of the overall, revised K-12 Social Studies program:

	Adoption To Be Completed By
Social Studies K-9	1984-85 school year
Social Studies 10-11	1985-86 school year
Social Studies 12 (option)	1986-87 school year

A similar pattern has been established for English Language Arts. The final decision regarding the precise pattern of adoption, within the above framework, is a school division/district responsibility.

An overall implementation strategy should be expected to continue over a longer period, will vary from one curriculum area to another, and will need to be adapted to local requirements. It should serve, moreover, to marshall resources and focus in-service planning at school, divisional and Departmental levels.

Recommended Time Allotment

The core objectives identified in curriculum guides constitute the basic provincial curriculum expectations for individual grades, subjects, and courses (Level I) and should serve as the principal guide to school administrators and teachers in the determination of appropriate time allotments. Because instructional arrangements and student needs vary, time allotments are presented by the Department of Education as recommendations, and the responsibility for applying them rests at the local level. The only exception is in grades 10-12 where a minimum amount of time is specified for the earning of a credit. All schools/school divisions are expected to ensure that sufficient time is allocated to provide for the adequate development of the objectives of individual programs.

The recommended weekly time allotment for social studies programs 7-9 is 175 minutes.

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SPACESHIP EARTH

GRADE SEVEN OVERVIEW

This course, geographic in orientation, is designed to help students gain a better understanding of the highly interdependent and interconnected world in which they live. It focuses on why people live where they do, and on the lifestyles they develop through interaction with their physical environment and with each other. The title, Spaceship Earth, emphasizes that, like a compartmentalized spaceship, the earth is a closed system which can be threatened by human mismanagement. Students should become aware that the earth's "compartments" are characterized by diversity, with variations in such things as landforms, climate, vegetation, soils, water and mineral resources. The compartments are characterized also by diversity in social patterns that have resulted from variations in such things as cultural values, population density, technological development and industrialization. These variations have created, in part, a division of the spaceship earth into the First, Second, and Third Worlds. It is intended that students will suggest possibilities for improving life on the spaceship earth.

The study has been divided into the following units:

Unit I - The Planet Earth (Suggested time: 4 weeks)

Unit II - The Physical Environment and its Resources (Suggested time: 8 weeks)

Unit III - The Diversity of Human Life on Earth (Suggested time: 3 weeks)

Unit IV - Patterns and People Around the World (Suggested time: 10 weeks)

Unit V - The Ecological System of the Earth (Suggested time: 3 weeks)

The major purpose of the course is to help students examine and better understand the following ideas:

- The earth, while part of a larger solar system, is similar in some ways to a self-contained spaceship. For inhabitants to survive, the earth's resources must be shared through various means.

- There are patterns of land, water, soil, mineral, etc. distribution throughout the world.

- The spaceship earth has diverse yet interdependent compartments which differ in landforms, climate, vegetation, natural resources, cultural characteristics, etc. These features can be modified to varying degrees by natural forces and human actions.

- People everywhere must meet certain basic needs for food, shelter, clothing, organization, etc. in order to survive. Over the years and in various geographic locations, people have attempted to satisfy their needs in different ways, depending on the nature of their physical environment, the resources available, their cultural values, their ingenuity and technical skills, and their interdependence.

- "First World" and "Third World" are concepts applied to regions of the world on the basis of economic factors. "Second World" is applied to the developed Communist countries.

- Humans can no longer live in isolation but must view the world as an interdependent totality in which everyone shares the responsibility for improvement and stewardship.

It is suggested that students may understand and appreciate the course better if they examine the following questions before commencing Unit I.

i. What is geography?...social studies?
ii. Why study geography?...social studies?

UNIT I THE PLANET EARTH

UNIT I OVERVIEW

Students are to examine the earth as a spaceship; to explore the relationship of the Planet Earth within the universe and the solar system; and to develop a greater understanding of the earth's motions, structure and the forces causing it to change.

UNIT I TOPICS AND FOCUSING QUESTIONS

1. The Planet Earth as a Spaceship

   - How is the earth like a spaceship?...how is it different from a spaceship?
   - What makes the earth a unique spaceship within the universe?
   - How are certain compartments similar to each other?...different from each other?
   - How are the compartments of the First World, Second World and Third World distinguished from each other?

2. Relationship of the Earth to the Universe and to the Solar System

   - What is the universe?...the solar system?
   - What is the earth's relationship to the universe?...to the solar system?

3. The Earth's Motions, Structure and the Forces Causing the Earth to Change

   - What is the earth's structure?
   - What forces cause the earth's surface to change? How may these affect the earth's surface? How may these affect life?
   - What are the effects of the position and movements of the earth?

TOPIC I: THE PLANET EARTH AS A SPACESHIP

TOPIC OBJECTIVES

Knowledge Objectives. The students should be able to:

. identify ways in which the earth is similar to and different from a spaceship.
. identify the main characteristics of the spaceship earth.
. recognize similarities and differences among the various compartments (countries) within the spaceship.

. identify major characteristics associated with the compartments (countries) of the First, Second and Third Worlds.

Thinking and Research Skill Objectives. The students should be able to:

. gather, interpret and evaluate data from a variety of sources which contain information about the earth, the universe and the solar system.
. interpret maps, charts and photos showing the similarities and differences among countries of the world.
. compare and contrast general characteristics which distinguish the First, Second, and Third World countries.

Attitude and Value Objectives. The students should be able to:

. discuss how the earth is unique when compared to other planets.
. share their views about the advantages and disadvantages of living in the First, Second and Third Worlds.

Social Participation Objectives. The students should be able to:

. plan and carry out a group activity which illustrates the way of life in the First, Second and Third Worlds.
. plan and carry out group activities which illustrate the earth as a spaceship.

SUGGESTED TEACHING STRATEGIES, LEARNING ACTIVITIES AND QUESTIONS

Note: It is suggested that before a specific study is made of the planet earth, students should discuss the meaning of geography and the importance of studying geography and social studies. Several questions which would develop the discussion follow.

- What is the origin of the word "geography"?
- How does one distinguish between physical geography and cultural geography?
- What advantages or benefits are derived from a knowledge of geography?
- What is social studies?

Geography is a study of relationships that exist in the environment between people and the land, emphasizing how people make use of the earth and how the earth influences peoples' ways of life. Geography can help in developing mental maps of various aspects of the environment. It can help individuals become informed about the location, distribution, similarities and differences of people and places, landforms, climate, vegetation, soils, land use, and resources etc., in various parts of a country or of the world. The topic "What Geography is" has been addressed in the introduction to the text World Geography (D. C. Heath). The goals of the Manitoba social studies program are outlined in the K-12 Social Studies Interim Guide.

. The teacher also might want students to review map reading skills as an introduction to the study of the planet earth. The study could include a review of the following:

- globes and maps; the advantages of each, and a review of the different kinds of map projections
- scale and distances on maps; globes
- the global grid: longitude and latitude
- how maps are made

Also, students can do a study of charts and graphs to understand how these can be used in geography.

Topic I: The Planet Earth as a Spaceship

- How is the earth like a spaceship?...how is it different from a spaceship?
- What makes the earth a unique spaceship within the universe?
- How are certain compartments similar to each other?...different from each other?
- How are the compartments of the First World, Second World and Third World distinguished from each other?

Introduction

. Examine and discuss the section entitled "The Earth in Space" at the beginning of World Geography (D. C. Heath).

Development

. Have students examine the earth as a spaceship.

- How is the earth similar to a spaceship? How is it different?
- How is this spaceship unique?
- Have students examine the earth as a spaceship which has a large number of compartments (countries).
  - How are the compartments similar?...different?
- Have students suggest ways in which the compartments (countries) can be grouped. What criteria could be used?
- Have students examine the grouping of compartments into the First, Second and Third Worlds.
  - What criteria have been used?
  - Do you agree with this type of grouping?

- What are the advantages in grouping the compartments (countries) in this way?...disadvantages?
- What advantages do you see to living in the First World?... Second World?...Third World?
- in which world would you prefer to live? Why?

- Examine how the spaceship earth is a "self-contained unit."
  - What powers the spaceship earth?
  - In what way is the spaceship earth a "self-contained unit"?
  - Why can the spaceship earth be described as a huge "recycling machine"? (Illustrate with examples.)
  - How can individuals or groups of individuals harm the spaceship?
  - What can individuals or groups do to prevent the spaceship from moving towards "self-destruction?"

Conclusion

. Have a group of students draw a large spaceship for the bulletin board, representing the earth and showing the three worlds. Have students collect newspaper and magazine pictures and articles which illustrate life in each world. Students can make a collage of each world to put on the bulletin board.

TOPIC 2: RELATIONSHIP OF THE EARTH TO THE UNIVERSE AND TO THE SOLAR SYSTEM

TOPIC OBJECTIVES

Knowledge Objectives. The students should be able to:

. identify the universe, the galaxy and the solar system, and recognize the main characteristics of each.
. recognize the relationship of the earth to the universe and to the solar system.

Thinking and Research Skill Objectives. The students should be able to:

. distinguish between the universe, the galaxy, and the solar system and describe the relationship of the earth to each.
. sketch diagrams which compare the size of the earth to the other planets and the sun.

Attitude and Value Objectives. The students should be able to:

. discuss the different theories which explain the formation of the universe and share their views on these theories.
. discuss the implications of exploring space.
. share their views on topics such as "unidentified flying objects" and "life" in outer space.

Social Participation Objectives. The students should be able to:

. plan interviews within the school, at home, and in the community which would provide information on the following:

- What do the people believe regarding the way in which the universe and the earth came into being?
- Should humans explore outer space?
- What do people know and believe about "unidentified flying objects"?...about "life" in outer space?

SUGGESTED TEACHING STRATEGIES, LEARNING ACTIVITIES AND QUESTIONS

Topic 2: Relationship of the Earth to the Universe and to the Solar System

- What is the universe?...the solar system?
- What is the earth's relationship to the universe?...to the solar system?

Introduction

. Have students discuss theories of how the universe was formed. (Emphasize the theoretical aspects of this question with a view to stimulate thought rather than to formulate conclusions.)

Development

. Have students make a sketch of the solar system, including the sun and the nine planets.

- To develop the concept of distance and size, have students construct charts, models or mobiles of the solar system.
  - Which is the largest planet?...the smallest?
  - Which planet is the closest to the earth?...the farthest?
  - How does the earth compare in size to the smallest planet? ...the largest planet?
  - Which planet is closest to the sun?...the farthest?
  - How far is the earth from the sun?
  - What do you think is the biggest difference between the earth and the other planets?

. If possible, visit the planetarium. Discuss the unique position of the earth to the rest of the solar system.

- Have students write brief reports on the visit to the planetarium, including any information which explains how the earth is different from other planets.

. Have the students discuss the concept of change throughout the history of ideas on the universe and solar system, by reading and discussing the writing of such people as Copernicus, Galileo, Brahe, Kepler, or Newton.

- Have students construct a time line which includes an outline of important discoveries made about the universe, the solar system and the earth. Name the scientists involved in these discoveries.
  - Identify some of the major changes in perception when compared with today.
- Have students examine and note the major characteristics of the universe, the galaxy, and the solar system.
- Have students examine the relationship of the earth to the sun, to its galaxy, and to the universe.

Conclusion

. Have the students discuss the implications of exploring space.

- What have people gained from "exploring space"?
- Why is it important to the U.S.A. to explore space?...to the USSR?
- Do you think that exploring space is a good thing? Why?

. Have the students discuss unidentified flying objects and life in outer space.

- What have you heard or read about U.F.O.s?
- What are your thoughts about U.F.O.s?
- What have you heard or read about "life" in outer space?
- What do you like about the stories you have heard?...what do you dislike?

TOPIC 3: THE EARTH'S MOTIONS, STRUCTURE AND THE FORCES CAUSING THE EARTH TO CHANGE

TOPIC OBJECTIVES

Knowledge Objectives. The students should be able to:

. identify the structure of the earth.
. identify the forces which cause the earth's surface to change and recognize the effect they may have on the earth's surface and on human life.
. recognize the effects of the earth's position and the movements of the earth in space.

Thinking and Research Skill Objectives. The students should be able to:

- . research and explain terms such as continental drift, plate movement, crust, mantle, core, etc.
- . investigate and describe the effect that the forces such as mountain building, volcanoes, faulting, erosion, and depositions have had on the earth's surface and the effect on life.
- . sketch diagrams which illustrate how forces change the earth's surface.
- . sketch diagrams showing rotation and revolution of the earth.

Attitude and Value Objectives. The students should be able to:

- . share their views on theories such as continental drift.
- . discuss advantages and disadvantages of forces which cause changes in the earth's surface.
- . discuss ideas about human control and lack of control regarding the changes on the earth's surface.

Social Participation Objectives. The students should be able to:

- . plan and carry out group activities which illustrate how forces change the earth's surface and the effect these can have on life.

SUGGESTED TEACHING STRATEGIES, LEARNING ACTIVITIES AND QUESTIONS

Topic 3: The Earth's Motions, Structure and the Forces Causing the Earth to Change

- What is the earth's structure?
- What forces cause the earth's surface to change? How may these affect the earth's surface? How may these affect life?
- What are the effects of the position and movements of the earth?

Introduction

. Have the students examine pictures and diagrams which illustrate the structure of the earth.

- Have students draw and label a diagram or construct a model illustrating the earth and its core.

- Give a brief description of the inner core, outer core, mantle and crust.

. Discuss with students the theory of continental drift.

- What evidence has been given to support such a theory?
- What relationship has been identified between mountains and the theory of continental drift?

Development

. Have students discuss changes of the earth's surface and how these changes are caused.

- Have students study texts, encyclopedias, filmstrips, and films on various forces causing both dramatic and slow changes to the earth's surface. Consider mountain building, volcanic activity, earthquakes, coral builders, and processes of erosion and deposition.
  - How have each of the above forces affected the earth's surface?
  - Research the accounts of eruptions of well-known volcanoes such as Mount Vesuvius, Mount Etna, Mount Krakatoa, Mount Pelée and Mount St. Helens. Share your findings in class.
  - Research the consequences of destructive earthquakes in the world and share your findings in class.
  - Have students write reports, news releases, or short stories which illustrate how changes on the earth's surface affect life (plant, animal and human).

. Examine the effects of the earth's position and the movements of the earth in space.

- Introduce the concepts of day and night and seasons by having the students examine charts and diagrams which illustrate the effects of rotation and revolution.
  - Have students examine the effects of rotation and how the sun's rays can strike only the surface which faces the sun. Use visuals as much as possible.
  - Illustrate by use of the globe and a flashlight that if the earth's axis pointed straight up and down, every day would be the same.
  - How does rotation cause day and night?
  - Why are day and night not of equal length all the time?
  - Have the students examine the effects of the tilt of the earth's axis and the earth's revolution around the sun.
  - What causes the different seasons in Canada?
  - Why are the seasons not the same everywhere in the world?
  - How are the seasons around the north pole different from near the equator? Why?

- The seasons in the northern hemisphere are almost the reverse of the seasons in the southern hemisphere. Why?
- What do the following terms mean: winter solstice, spring equinox, summer solstice, and fall equinox?
- How do the tilt of the earth's axis and the direct and indirect rays of the sun affect life on earth?

Conclusion

. Have groups of students make a bulletin board display of recent forces that have changed the earth's surface and the effects that these have had.

. Have groups of students make a bulletin board display which illustrates how the tilt of the earth's axis causes a variety of climates in different parts of the world.

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UNIT II THE PHYSICAL ENVIRONMENT AND ITS RESOURCES

UNIT II OVERVIEW

This unit is intended to help students develop a better understanding of the earth's major landforms and resources, their distribution, and their relationship to human activities; that is, how air, water, climate, vegetation, soil, and land use support the continuation of life on earth and their affect on human activities.

UNIT II TOPICS AND FOCUSING QUESTIONS

1. The Major Landforms of the Earth, Their Distribution and Relationship to Human Activities

   - What are the four major landforms and what is their distribution pattern throughout the world? What criteria distinguish them from each other?
   - What is the relationship between landforms and human activities?
   - What is the relationship between the world pattern of landforms and the world pattern of population distribution?

2. Major Resources of the Earth and Their Importance to the Continuation of Life on Earth

   - What are the major resources of the earth's surface and, generally, how do they relate to human existence and other forms of life?
   - What is a renewable resource?...non-renewable resource?

   Air:

   - What is it? Where is it found? Why is it important?
   - What layers comprise the atmosphere and what is the composition and function of each?

   Water:

   - Where is water found? What functions/uses does it serve?
   - How does the water cycle use the same water over and over again?
   - What challenges face humans regarding an adequate water supply?

   Climate:

   - What is weather?...climate? How are weather and climate related?
   - What data needs to be gathered to describe weather?...climate?
   - What factors account for the different climatic patterns?

- What are the different climatic belts, main characteristics, and the general location of each in the world?
- What is the relationship between climate and human activities? ...between climate and population density?
- How have humans climatically manipulated their environment?

Vegetation:

- What is natural vegetation? How is it related to climate?
- What are the different vegetation belts, main characteristics, and the general location of each in the world?
- What human activities are associated with each vegetation region?

Soil:

- What is soil? How is it formed?
- What makes some soils better than others?
- What is the relationship of soil to human activity?
- Why and how must soil be cared for?

Land Use:

- How is land use dependant upon environment, technology, and culture?
- How is urban land use different from rural land use?
- What food needs do humans have and how are these met in industrialized nations?...developing nations?

Mineral Resources:

- What is a mineral resource?
- How are the earth's mineral resources classified?
- What is the relationship between mineral resources and human economic activity?

- What are the implications for the spaceship earth of the continued demand and use of non-renewable resources?
- What are the implications of a significant environmental change caused by humans (i.e., removal of natural vegetation; pollution of water systems and air, altering drainage systems; etc.)?

TOPIC I: THE MAJOR LANDFORMS OF THE EARTH, THEIR DISTRIBUTION AND RELATIONSHIP TO HUMAN ACTIVITIES

TOPIC OBJECTIVES

Knowledge Objectives. The students should be able to:

- identify the four major landforms in the world.
- identify the major mountain ranges and plains of the earth.
- recognize the relationship between human activities and landforms.
- recognize that the world pattern of population distribution is related to the pattern of landforms.

Thinking and Research Skill Objectives. The students should be able to:

- locate the major mountain ranges and plains of the earth, using an atlas, and place these on a world map.
- interpret data from maps, atlases, books, and newspapers regarding the relationship of human activities and landforms.
- investigate and analyze the relationship between the world pattern of landforms and the world pattern of population distribution.

Attitude and Value Objectives. The students should be able to:

- discuss advantages and disadvantages of living on mountains, hills, plateaus, and plains, in terms of climate, recreation, agriculture, and transportation.
- discuss the variety of activities resulting from the various landforms of the earth.
- share their personal preferences of landforms for their own present and future activities.

Social Participation Objectives. The students should be able to:

- plan and develop (in groups for classroom use) a variety of visuals; i.e. transparencies, large maps, charts, diagrams, etc., showing the relationship between:
  - major world landforms;
  - world population distribution;
  - world human activities.

SUGGESTED TEACHING STRATEGIES, LEARNING ACTIVITIES AND QUESTIONS

Topic I: The Major Landforms of the Earth, Their Distribution and Relationship to Human Activities

- What are the four major landforms and what is their distribution pattern throughout the world? What criteria distinguish them from each other?
- What is the relationship between landforms and human activities?
- What is the relationship between the world pattern of landforms and the world pattern of population distribution?

Introduction

. Have students examine pictures/illustrations of the four major landforms.

- Identify the four major landforms of the earth.
- Write a brief definition for each of the major landforms.
- In general, where are the major mountain ranges located?...the major plains?...major plateaus?...the major highlands (hills)?

Note: See pages 116-117 of The Canadian Oxford School Atlas, Fourth Edition (Oxford University Press, 1977), or another appropriate atlas.

- Distinguish between elevation (altitude) and relief. Illustrate with examples.

Note: Elevation is the height of land above sea level and is measured in metres. Relief is a description of land which indicates the changes that take place in elevation over a given area of land. Hence, low relief (little change) would describe a plain; medium relief (greater change) would describe hilly land; high relief (significant change) would describe a mountainous region.

- Explain the term "topography."
- Review the relationship between tectonic plate movements and mountain building.

Development

. Have students place the major mountain ranges on an outline map of the world. (Identify them.)

- Where are the three or four major mountain ranges of the world located?
- Which is the highest mountain range in Asia?...in South America? ...in Europe?
- What do you notice about the density of population wherever there is a mountain range?
- Where do people live in mountainous areas? Why?
- What are some problems associated with living in mountains?
- What are some of the changes that occur as one moves up a mountain slope?

. Have students place the major plains on an outline map of the world. (Identify them.)

- Where are three or four of the major plains of the world located?
- Which is the largest plain in the world?
- What do you notice about the density of population wherever there is a plain?

- Why do so many of the world's people live on plains?
- What major human economic activities are associated with plains?

. Have students place the major plateaus and highlands (hills) on an outline map of the world.

- How is the relief of a plateau different from that of hills?
- What do you notice about the population density on most large plateaus? Why is this so?
- What major human economic activities are usually associated with plateaus?

. Have students briefly compare/contrast the four major landforms in the world. A chart similar to the following could be useful. (Have students give a brief description.)

	Mountains	Plains	Plateaus	Hills
i. Topography				
ii. Relief				
iii. Population Density				
iv. Proximity of Large Cities				
v. Major Human Economic Activities				

Conclusion

. Have individual or groups of students research one mountain range (e.g., the Canadian Rockies) and report to the class with regard to topics such as: population or pattern of settlement, recreation and tourism, glaciers, climate changes in temperature and precipitation, well-known mountain peaks, forestry, river systems, transportation problems.

- Use visuals which students could bring from their travels.
- Use reports from other teachers or persons in the community who have travelled in the Rockies.
- Use film strips and films of the Canadian Rockies.

Note: Students could do a similar project on a plains regions instead of a mountain range.

. Have students make a display of pictures of activities in the mountains, hills, plains, and plateaus.

Additional Activities (Optional):

. Have students research the construction of the railroads across the Canadian Rockies.

. Have students research the activities of Canadians living on the western plains of Canada.

TOPIC 2: MAJOR RESOURCES OF THE EARTH AND THEIR IMPORTANCE TO THE CONTINUATION OF LIFE ON EARTH

TOPIC OBJECTIVES

Knowledge Objectives. The students should be able to:

. identify the major resources of the earth's surface.
. recognize the various reasons for the importance of air.
. identify the layers of atmosphere, the composition of each layer, and the function of each.
. identify the sources of water and its functions.
. describe the cycle of water.
. recognize the challenges regarding an adequate water supply.
. define weather and climate and explain how they are related.
. recognize the elements of weather and climate.
. describe the factors which control climate.
. recognize the different types of climate and the location of each in the world.
. recognize the relationship between climate and human activities ...between climate and population density.
. recognize the adaptability and ingenuity of humans in coping with climatic differences.
. identify the vegetation regions of the world, and recognize the relationship between: vegetation and climate, vegetation and human activity, vegetation and population distribution.
. define the term "soil" and recognize how it is formed.
. recognize the relationship of soil to human activity.
. recognize how land use is dependent upon environment, technology, and culture.
. describe how food needs are met in industrialized and developing nations.
. recognize the earth's mineral resources and the pattern of their distribution.
. identify the earth's forms of energy and recognize how energy is related to human activity and land use.

Thinking and Research Objectives. The students should be able to:

- research the function of each of the four layers of atmosphere.
- interpret data from charts, maps, graphs, and illustrations which explain the meaning and the relationships among each of the following: weather, climate, vegetation, soil, and water supply.
- research the relationship of population distribution to climate, vegetation, soil and water supply.
- gather and analyze data from books, visuals, and a variety of maps which give information about: urban and rural land use, food production in industrialized and developing nations, mineral and other energy resources and their distribution.
- describe the effects of environment, technology and culture upon land use.

Attitude and Value Objectives. The students should be able to:

- discuss the responsibilities that humans should have to air, water, soil, land use, and minerals.

Social Participation Objectives. The students should be able to:

- organize a debate on a topic related to the use and abuse of resources of the earth's surface.
- organize a panel discussion on the conservation of an important resource.
- make a display to illustrate food production in various parts of the world and how this relates to human needs.

SUGGESTED TEACHING STRATEGIES, LEARNING ACTIVITIES AND QUESTIONS

Topic 2: Major Resources of the Earth and Their Importance to the Continuation of Life on Earth

- What are the major resources of the earth's surface and, generally, how do they relate to human existence and other forms of life?
- What is a renewable resource?...non-renewable resource?
- What is the importance of air, water, climate, vegetation, mineral resources, soil and land use to the continuation of life on earth?
- What are the implications for the spaceship earth of the continued demand and use of non-renewable resources?
- What are the implications of a significant environmental change caused by humans (i.e., removal of natural vegetation, pollution of water systems and air, altering drainage systems, etc.)?

Introduction

. Introduce the study of the earth's major resources by helping students make a list of resources necessary for the continuation of life.

- Discuss the various resources with regard to how each is important to human life.
  - Distinguish between a renewable resource and a non-renewable resource. (Give examples.)

. Have students examine a variety of maps (atlas) which show the distribution of some of the earth's major resources.

- Identify major bodies of water. What is meant by "fresh water"?
- Identify several major bodies of fresh water.
- What generalizations can be made about world climatic belts? ...world vegetation belts?
- Name several countries which appear to have abundant mineral resources...a lack of mineral resources.
- Which countries appear to be highly industrialized?...appear to have minimal industrialization?

Development

. Through using a variety of books, magazines, newspapers, maps, charts, and graphs, etc., have students examine the earth's major resources and their importance to the continuation of life on earth.

- Air:
  - What is air? What is its importance?
  - What are the layers of the earth's atmosphere and what function does each layer serve?
  - Draw a diagram (label it) showing the earth's atmosphere.
  - What major gases make up the air?
  - What causes the pollution of air? How can air pollution be controlled?
  - Why is the troposphere so very important?
  - Collect newspaper articles on how the atmosphere is or can be harmed.

- Water:
  - Identify major bodies of water on a world map.
  - What is the water cycle? (Draw a labelled diagram and explain.)
  - How can humans provide for an adquate water supply?
  - Which regions have an abundance of water?...a lack of water?

- Climate:
  - What is the difference between weather and climate?
  - What factors shape climate? How?

- What are the world's major climatic regions? What major characteristics does each climate have? The following chart may be helpful.

Climatic Region	General Location	Climatic Characteristics (Temperature & Precipitation)	Main Human Economic Activities

- Have students construct climatic graphs to compare and contrast temperature and precipitation of cities which are located in areas such as:
  - the windward side of mountains
  - high elevations
  - the leeward side of mountains
  - desert regions
  - interiors of continents
  - northern regions
  - equatorial regions

- Natural Vegetation:
  - What is natural vegetation?
  - What are the major vegetation regions of the world?
  - How are the vegetation regions related to the climatic regions?
  - How do humans use or change the world's natural vegetation regions?

- Soil:
  - What is a soil profile? (Draw and label.)
  - Why are some soils better than other soils?
  - How is the type of soil related to human activity?
  - How is soil enriched? How is it harmed?

- Land Use:
  - How is the land used in both urban and rural places? (Include topics such as: forestry, herding and grazing, mining, agriculture, manufacturing and urbanization.)
  - What is the relationship between food production and industrialization?...between food production and culture?

- Minerals:
    - What are mineral resources? How can they be classified?
    - Which mineral resources are important today? Which have been important in the past?
    - Which countries are rich in mineral resources?...which are poor?

Conclusion

. Have students discuss the implications for the spaceship earth of the continued demand and use of non-renewable resources.

. Have students discuss the disparity of distribution of the earth's resources and the human responsibility of helping to meet the needs of humans in all parts of the spaceship earth.

. Have students discuss the implications of significant environmental changes caused by humans (i.e., removal of natural vegetation, pollution of water systems and air, altering drainage systems, etc).

Additional Activities (Optional):

. Have students interview their parents or other members of the community to discover attitudes about the use of the earth's resources.

. Have students collect magazine and newspaper articles which describe new discoveries of the earth's resources or new methods of producing energy, food, etc.

. Take students on a field trip such as:

    - Atomic Energy Plant, Pinawa, Manitoba

UNIT III THE DIVERSITY OF HUMAN LIFE ON EARTH

UNIT III OVERVIEW

This unit will enable students to develop the understanding that people throughout the world have adapted to their environment in unique ways, which have resulted in the development of diverse cultures. Students will also examine world population patterns, growth rates, and migrations.

UNIT III TOPICS AND FOCUSING QUESTIONS

1. Racial and Cultural Patterns Around the World

   - How are all humans similar, yet different?
   - What characteristics determine racial groups?
   - What are the major racial groups in the world? What are the countries of their origin?
   - What different conflicts may arise as a result of interaction of various racial groups? What could help to prevent or counteract these conflicts?
   - What characteristics determine cultural groups?
   - What different conflicts may arise as a result of interaction of various cultural groups? What could help to prevent or counteract these conflicts?
   - Why are so many different cultural groups found in Canada?

2. Population Patterns Around the World

   - What major factors determine why people live where they do?
   - What is the present population of the world? How is it distributed by continent?
   - What areas are most densely populated and which areas are least densely populated? Why?
   - How was the population growth of the earth prior to 1850 different from 1850 to the present? Why?
   - What are the implications for the spaceship earth of an ever-increasing population?

TOPIC I: RACIAL AND CULTURAL PATTERNS AROUND THE WORLD

TOPIC OBJECTIVES

Knowledge Objectives. The students should be able to:

. recognize the similarities and differences of humans.
. identify the major racial groups in the world, the countries of their origins, and their characteristics.
. identify characteristics which determine cultural groups.

- recognize the conflicts which arise from the interaction of various racial and cultural groups and the factors which counteract conflicts.
- recognize the factors which brought immigrants of various racial and cultural groups to Canada.

Thinking and Research Skill Objectives. The students should be able to:

- compare and contrast the physical characteristics of the major different races in the world.
- locate on a world map the origins of the world's major racial groups and compare these to their locations at the present time.
- compile data on how conflicts arise between racial groups and between cultural groups.
- compile data on how racial and cultural conflicts can be reduced.
- collect information on Canada's immigration policies.

Attitude and Value Objectives. The students should be able to:

- discuss the factors which have promoted a redistribution of the racial and cultural groups of the world.
- discuss the probability of conflict whenever various cultural and racial groups interact.
- discuss the possibilities for the resolution of these conflicts.
- discuss the advantages and disadvantages of a multicultural Canada.

Social Participation Objectives. The students should be able to:

- prepare skits or short plays to illustrate a situation such as:
  - a communication problem between people who speak different languages yet seek to resolve a problem.
  - a dispute arising between two groups who have a different set of beliefs and values.
  - two different cultural groups with a former disagreement coming to a peaceful solution.

SUGGESTED TEACHING STRATEGIES, LEARNING ACTIVITIES AND QUESTIONS

Topic I: Racial and Cultural Patterns Around the World

- How are all humans similar, yet different?
- What characteristics determine racial groups?
- What are the major racial groups in the world? What are the countries of their origin?
- What different conflicts may arise as a result of interaction of various racial groups? What could help to prevent or counteract these conflicts?
- What characteristics determine cultural groups?
- What different conflicts may arise as a result of interaction of various cultural groups? What could help to prevent or counteract these conflicts?
- Why are so many different cultural groups found in Canada?

Introduction

Note: A suggested teacher reference book is Land and People: A World Geography (Scott, Foresman and Company, Gage), pp 122-138.

. Have students identify, examine, and discuss the characteristics of human beings which make them unique. Some suggestions might be:

  - physical traits such as: walking erect on their legs, variety of hand motions possible, color and depth perception of the human eye, extensive development of the human brain (Note: see Land and People: A World Geography, pp. 122-126 for further details.)
  - use of language and culture
  - acknowledging a Supreme Being

. Have students identify, examine, and discuss some well-known physical differences among humans. Some suggestions might be:

  - variation of hair, skin, eyes
  - variation in height, size
  - variation in general body structure

. Have students examine the extent of differences among humans due to adaptation.

Development

. Have students examine the meaning of the word "race," and discuss the development of races.

- What is a race?
- How are racial differences identified?
- How do adaptations to environment account for human differences?
- Why is it difficult to identify many individuals with a particular race?

. Have students study the classifications used for racial groupings and locate races geographically.

- Can racial groupings be made on the basis of skin color (yellow, white, black, red)?
- Check world maps for the location of each of the following races: Negroid, Capoid, Mongoloid, American Indian, Caucasoid, South Asian, and Australoid. (Note: see Land and People, pp. 131-133.)
- What factors have promoted a shift in the location of the world's races?
- How does the present location of races compare with race location around 1400 A.D.?

. Have students examine the meaning of the word "culture," and discuss the similarities and differences of cultures.

- What is culture? (Note: The elements of culture include science, economics, technology, language, art, religion, government; generally, the ways of doing things.)
- How do people learn culture?
- How do simple cultures differ from complex cultures?
- How is culture shaped? Have students examine the following:
    - forces operating within groups;
    - exposure to new objects and ideas;
    - contact with other cultures;
    - improved communication and transportation;
    - great changes or revolutions.

. Have students identify, examine, and discuss factors which cause conflict and tension between races and between cultures.

- What is meant by "racial purity" and "racial superiority"?
- How does "racism" lead to human conflict?
- How can understanding and appreciation between races be promoted?
- How may competition affect understanding between cultures?
- How do different value systems, laws, moral codes, or religious beliefs relate to the conflicts and tensions between races and cultures?

. Have students collect information from books, magazines, newspapers, and personal interviews on racial and cultural groups found in Canada. (Do not develop detail since further study on this topic is made at the grade nine level.)

- Who were the first Canadians?

- Who were the settlers of the sixteenth and seventeenth centuries?
- What racial, cultural, and ethnic groups have settled in Canada in the last three centuries?
- What is multiculturalism?
    - What are its advantages?...concerns?
    - How is it being promoted in Canada?...in Manitoba?...locally?

Note: Refer to world maps wherever possible to show the location of racial and cultural groups and the reclocation of these groups from the past to the present.

Conclusion

. Have students identify their own racial and cultural origins.

. Have students make oral or written reports of intercultural experiences such as:

- visiting Folklorama;
- visiting a cultural community different from their own;
- visiting another country;
- meeting a person with a cultural background different from their own.

. Have students examine a culture and report to the class with regard to differences and similarities of that culture to their own.

TOPIC 2: POPULATION PATTERNS AROUND THE WORLD

TOPIC OBJECTIVES

Knowledge Objectives. The students should be able to:

. identify the major factors which determine why people live where they do.
. identify the areas most densely populated and the areas least densely populated.
. recognize the change in the pattern of world population growth since 1850 and state the reasons for the change.
. recognize the implications for an ever-increasing population on spaceship earth.

Thinking and Research Skill Objectives. The students should be able to:

. gather, interpret and evaluate data on why people live where they do.
. analyze maps and charts to determine present population distribution on the spaceship earth and continent by continent populations.

- compare and contrast population distribution charts and maps to such factors as climate, vegetation, and food production.
- compare present population distribution to the population distribution of the past.
- research and analyze the efforts of countries to control population growth.

Attitude and Value Objectives. The students should be able to:

- discuss the factors which would determine their own decisions for living in a specific location.
- discuss the difficulties of a redistribution of the world's population.
- discuss factors which combine to promote rapid population growth and factors which combine to reduce rapid increases in population.
- discuss present trends in population growth and share their concerns about future problems with overpopulation.
- share views on how humans can take responsibility to meet their needs despite increasing population.

Social Participation Objectives. The students should be able to:

- plan and construct population maps, graphs and/or pyramids for classroom displays.
- prepare newcasts to promote awareness of population growth patterns and the problems associated with population increases.

SUGGESTED TEACHING STRATEGIES, LEARNING ACTIVITIES AND QUESTIONS

Topic 2: Population Patterns Around the World

- What major factors determine why people live where they do?
- What is the present population of the world? How is it distributed by continent?
- What areas are most densely populated and which areas are least densely populated? Why?
- How was the population growth of the earth prior to 1850 different from 1850 to the present? Why?
- What are the implications for the spaceship earth of an ever-increasing population?

Introduction

- Have students discuss the mearning of "densely populated" and "sparsely populated."

- Examine pictures of cities which are densely populated and compare with pictures of farming areas which are sparsely populated.

. Have students examine a world population distribution map.

- Which areas are densely populated?...sparsely populated?
- Which countries are densely populated?...sparsely populated?
- Compare population distribution with:
  - desert regions;
  - extremely cold regions;
  - coastal regions;
  - warm regions;
  - river systems.
- What factors determine why people live in certain regions and avoid other regions?

. Have students shade in densely and sparsely populated regions on a world map.

Development

. Have students examine world population growth patterns over time.

- Why did births and deaths tend to balance each other before 10,000 B.C.?
- Why would the development of agriculture between 10,000 B.C. and 4,000 B.C. promote population growth?
- Why do population doubling periods tend to get shorter and shorter?

. Have students examine factors which are closely related to regional population growth.

- What is meant by the rate of natural increase?
- How do health practices relate to growth patterns?...food production?...technology?...culture?
- How have migration and urbanization changed regional population distribution?

. Have students locate the countries which are densely populated and examine the following aspects for several of these countries.

- What is the GNP for the country? (Note: Students may need an explanation of the meaning and significance of a country's Gross National Product.)
- What is the rate of natural increase?
- How well is the country able to meet the food needs of its people?
- What possibilities does the country have to increase its food supply?

- What trend of migration and urbanization is present in the country?

Conclusion

. Have students research, analyze, and discuss the implications of world population growth.

- What problems occur when populations shift rapidly to urban regions?
- What environmental problems occur when population increases rapidly?
    - What happens to resources?
    - What forms of pollution take place?
- What can humans do to keep a healthy relationship between the growth of population and the ability to meet the needs of increasing population?

UNIT IV PATTERNS AND PEOPLE AROUND THE WORLD

UNIT IV OVERVIEW

This unit examines the unique ways of life that develop as people in diverse physical and cultural environments attempt to satisfy the same basic needs. Students should understand, however, that despite cultural differences, the unequal distribution of resources in the world necessitates political and economic interaction and interdependencies among various regions.

The unit will give students an opportunity to explore specific compartments within the spaceship earth and to examine similarities and differences as well as the interconnectedness with other compartments. The study should assist students in viewing the spaceship earth as a series of interconnected, interdependent and interacting systems. The intent is to unite and correlate the concepts gained in the first three units by relating them to specific countries in regions around the world. It is in this unit that the concepts of First, Second, and Third Worlds should be developed and emphasized.

Note: It is suggested that at least one country, in the context of its region, be selected from each of the three worlds. However, teachers may prefer to have small groups of students research different countries, within each world, to facilitate the use of source materials. The rationale for this suggestion is to "cover" as much of the world as possible in the grades 7 - 10 courses.

i. First World:
- European mainland countries (France, West Germany, Austria, Italy, Norway, Sweden, etc.)
- Japan

ii. Second World:
- Eastern European countries (East Germany, Poland, Czechoslovakia, Hungary, Rumania, Yugoslavia, Bulgaria, etc.)

iii. Third World:
- China
- South East Asian countries
- African countries

In studying the countries of each would, care should be taken that contrasting factors such as environment, cultures, population densities and growth rates, and levels of development be considered.

UNIT IV TOPICS AND FOCUSING QUESTIONS

1. Selected Countries from the First World, Second World, Third World

Note: It is suggested that the study be sequential and that the following focusing questions (as applicable) become the guidelines for examin-

ing the selected country(ies) for each of the three worlds. Comparison and contrasts of the First, Second and Third World countries should be emphasized as the study progresses.

- Why do the people live where they do? (Consider landforms, climate, soils, land use, resources, population distribution and characteristics, etc.)
- How do the people meet their basic needs (e.g., food, shelter, clothing, organization, health, economic well-being, etc.)?
- What are the racial and cultural characteristics of the people? (Consider: racial characteristics, language, religion, education, customs, traditions, beliefs, family structure, entertainment and recreation, music, art, literature, etc.)
- Is the country considered to be part of the First World, Second World, or Third World? Why? How is life similar to and different from a country in one of the other worlds?
- How do the people of this country interact with other parts of the world? How are they interdependent?
- What challenges face the people of this country?
- How successful is the country in meeting the needs of the people?

TOPIC I: SELECTED COUNTRIES FROM THE FIRST WORLD, SECOND WORLD, THIRD WORLD

TOPIC OBEJCTIVES

Knowledge Objectives. The students should be able to:

. identify the basic needs of the people.
. recognize how people meet their basic needs.
. recognize why people live where they do.
. identify the racial and cultural characteristics of the people.
. identify the challenges facing the people of the country.
. identify how the people of the country interact with other parts of the world.
. recognize the factors which classify the country into either the First, Second, or Third Worlds.
. compare the differences and similarities of a country in one world to that of a country in another world.

Thinking and Research Skill Objectives. The students should be able to:

. locate the country on a world outline map and identify the major land and water areas around it, by using an atlas.
. locate and identify on an outline map of the country its major landforms, rivers, cities, land use regions, climate regions, etc.
. collect, analyze and interpret information on how the people in the country meet their basic needs.
. gather and interpret data on why people live where they do.
. research encyclopedias, books, and magazines to determine the racial and cultural characteristics of the people.
. examine charts and written materials to determine the standard

of living, the degree of industrialization, and the type of economy of the country.
- investigate the challenges facing the people of the country.
- research a variety of sources to determine how the people of the country interact with other countries of the world.

Attitude and Value Objectives. The students should be able to:

- discuss the reasons the people might have for living where they do.
- share their views about the strengths and weaknesses of the countries; i.e., landforms, climate, soils, and other resources.
- discuss the potential of the country as it relates to aspects such as food production, mineral resources, cultural contributions, technological advancement.
- share opinions regarding the major issues or challenges facing the people of the country.
- evaluate how well the people of the country have met their own needs.
- discuss how the people of the country are relating to the needs of people in other countries.
- share their views on what features of the country they find attractive and/or unattractive.

Social Participation Objectives. The students should be able to:

- plan and carry out a group project designed to illustrate visually features of a country in one of the worlds.

SUGGESTED TEACHING STRATEGIES, LEARNING ACTIVITIES AND QUESTIONS

Topic I: Selected countries from the First World, Second World, Third World

- Why do the people live where they do? (Consider landforms, climate, soils, land use, resources, population distribution and characteristics, etc.)
- How do the people meet their basic needs (e.g., food, shelter, clothing, organization, health, economic well being, etc.)?
- What are the racial and cultural characteristics of the people? (Consider: racial characteristics, language, religion, education, customs, traditions, beliefs, family structure, entertainment and recreation, music, art, literature, etc.)
- Is the country considered to be part of the First World, Second World, or Third World? Why? How is life similar to and different from a country in one of the other worlds?
- How do the people of this country interact with other parts of the world? How are they interdependent?
- How successful is the country in meeting the needs of the people?

Introduction

. Have students locate the country on a world map.

- Where is the country located within the world?
- Which countries border the country?
- Which countries are close neighbours?
- Which bodies of water border the country?

. Have students examine an atlas to obtain specific data.

- What is the northern latitude of the country?...southern latitude? ...eastern longitude?...western longitude?
- What are the political or other divisions of the country?
- What are the important cities?...rivers?...lakes?...mountains? ...plains?

. Have students place important information on outline maps.

Development

Note: Have students research various sources (including maps and atlases) to record information of the country, using maps, diagrams, graphs, charts, picture displays, sentence and paragraph responses, etc. Suggested topics for organizing and recording research may include the following.

. Examine the resource base of the country and why people live where they do.

- What types of landforms are located in the country? Which landform dominates the country?
- What is the predominant climate of the country?
    - What is the average summer temperature?...winter temperature?
    - What is the yearly precipitation? When is precipitation greatest?...least?
    - What are the most important factors determining the climate?
    - How has climate affected the people of this country?
    - How has climate affected the vegetation?
- How does the type of soil affect the economic activities of the people?
    - What comments can be made about the quality of the soil? ...about the dependence of the people on the soil?
- Examine the land use within the country.
    - Is the dominant land use rural or urban?
    - What human economic activities are evident from the land use study?
    - What type(s) of land ownership is evident (e.g., communal, state, private, mixed)?

- Examine other resources of the country.
  - How would you evaluate the water resources of the country? Why? How would you evaluate mineral resources?...the biotic resources?
- Examine why the people live where they do.
  - Why are some areas heavily populated?...sparsely populated?
  - What is the population density?...growth rate?
  - What is the population distribution pattern? What percentage of the population is urban? What are the present population trends (e.g., urbanization, immigration, emigration)?
  - How is the population related to food production?
  - What is the per capita GNP?

. Explore how the people meet their basic needs for food, shelter, clothing, organization, health, etc. (economic well-being).

- How do the people meet their needs for food?...shelter? ...clothing?...organization?...health?
- How is it the same or different from the society in which you live? ...from the society in a different world?
- What methods of transportation are important? How adequate are the transportation facilities within the country?
- What kinds of service linkages, such as water pipes, power lines and natural gas pipe lines, are in the country?
- What communication media, such as telephone, telegraph, newspapers, and television, are developed?
- How does the country import or export its goods?
- How would you evaluate the standard of living of the people?
- Is the country considered to be part of the First, Second or Third World? Why?

. Examine the racial and cultural characteristics of the people.

- Which races are evident in this country?...which cultures?
- What are the major cultural characteristics (i.e., language, religion, education, customs, traditions, beliefs, family structures, entertainment and recreation, music, art, literature, etc.)?
- What cultural concerns are evident to you? Why?

. Examine the country's interactions with other countries in the world.

- What trade relationships does the country have? Which goods and which countries are involved?
- In what ways does the country exchange cultural contributions with other countries?
- What alliances has the country formed with other countries?

. Examine the challenges facing the country.

- What particular strengths has the country developed? Which need further development?

- What resources are lacking in the country?
- How prone to natural disasters is the country (e.g., floods, earthquakes, storms)?
- What health problems are present in the country, with reference to plants, animals, and humans?
- What needs do humans in the country have which need to be met more adequately?

Conclusion

. Have groups of students examine how successful the country is in meeting the needs of the people. Report to the whole class.

Note: The intent of this unit is for students to see similarities and differences between First, Second, and Third World countries. After students have studied three countries, one from the First World, one from the Second World, and one from the Third World, as outlined in the "Overview," have them:

- compare and contrast the different features and characteristics of a First World country to that of a Second World country, Third World country.
- compare and contrast the different features and characteristics of a Second World country to that of a Third World country.

. Have students discuss whether First, Second, or Third World categories fit all countries. Why or why not?

UNIT V ECOLOGICAL SYSTEM OF THE EARTH

UNIT V OVERVIEW

This unit will enable students to develop a better understanding of the earth as a closed ecological system with natural balances and cycles that exist in the environment. They will also examine how people, through their way of life (unlimited growth, overusing limited resources, misusing the environment, etc.), are threatening the existing balances and cycles. Students should be encouraged to suggest alternatives to decrease the threats to the environment; i.e., stewardship.

UNIT V TOPICS AND FOCUSING QUESTIONS

1. The Human Threats to the Natural Balances and Cycles in the Environment

   - How is the spaceship earth an ecologically closed system?
   - What are some of the balances of nature that exist within the environment?...some of the natural cycles?
   - How are humans threatening the environment? What are the implications for the spaceship earth?
   - What actions should be taken to decrease the threats to the environment?

TOPIC I: THE HUMAN THREATS TO THE NATURAL BALANCES AND CYCLES IN THE ENVIRONMENT

TOPIC OBJECTIVES

Knowledge Objectives. The students should be able to:

- recognize the characteristics of an ecosystem.
- recognize that the earth is an ecologically closed system.
- identify some of the balances of nature that exist within the environment.
- recognize the interrelationships between the balances of nature and the natural cycles.
- recognize how humans threaten the environment.
- identify actions humans can take to decrease the threats to the environment.

Thinking and Research Skill Objectives. The students should be able to:

- gather, analyze, and interpret data which describes how the earth is an ecologically closed system.
- relate the balances of nature to natural cycles.

- collect and analyze information, using a variety of sources, which examines human threats to the environment.
- research texts, magazines, and newspapers to record information on the actions humans can take to decrease the threats to our environment.

Attitude and Value Objectives. The students should be able to:

- share their views about the implications for the spaceship earth of the threats to the environment.
- discuss their views about actions humans should take to decrease the threats to the environment.
- discuss the importance of pollution controls.
- discuss the importance of protecting the balance of nature and the natural cycles.
- suggest actions which should be taken to decrease the threats to the environment.

Social Participation Objectives. The students should be able to:

- plan and carry out a group project or visual display which would illustrate one of the following:
  - the balances of nature within the environment;
  - the natural cycles within the environment;
  - the human threats to the environment.

SUGGESTED TEACHING STRATEGIES, LEARNING ACTIVITIES AND QUESTIONS

Topic I: The Human Threats to the Natural Balances and Cycles in the Environment

- How is the spaceship earth an ecologically closed system?
- What are some of the balances of nature that exist within the environment?...some of the natural cycles?
- How are humans threatening the environment? What are the implications for the spaceship earth?
- What actions should be taken to decrease the threats to the environment?

Introduction

. Examine how the spaceship earth is an ecologically closed system.

- What is included in the environment of the spaceship earth to support life?
- What is ecology?...an ecosystem?
- What are important factors in forming an ecosystem? How are they related?
- How does vegetation in a place change? Illustrate with an example. (Consider: succession, climate, vegetation.)
- How is one ecosystem different from another? What causes this change?
- What is meant by the expression "ecologically closed system" within the spaceship earth?

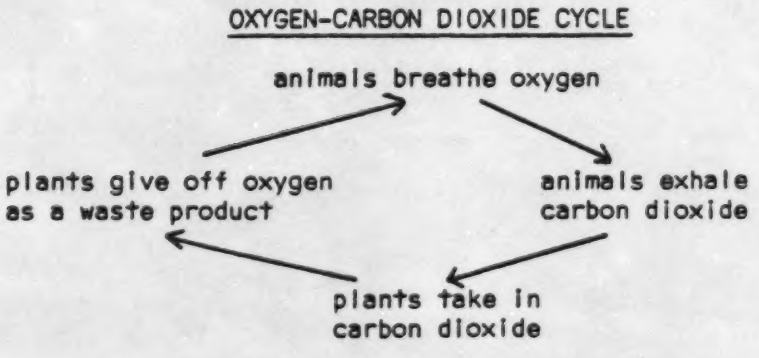
Development

. Examine balances of nature and interdependence that exists within the environment.

- What is meant by a "balance of nature" in the environment? Illustrate with specific examples (animals, vegetation, fish, etc.).
- Why is it so important that humans attempt to live in harmony with the environment?
- How is one ecosystem dependent on another ecosystem? Illustrate with examples.
- Explain the quotation, "All life is a web--interwoven, and interconnected."

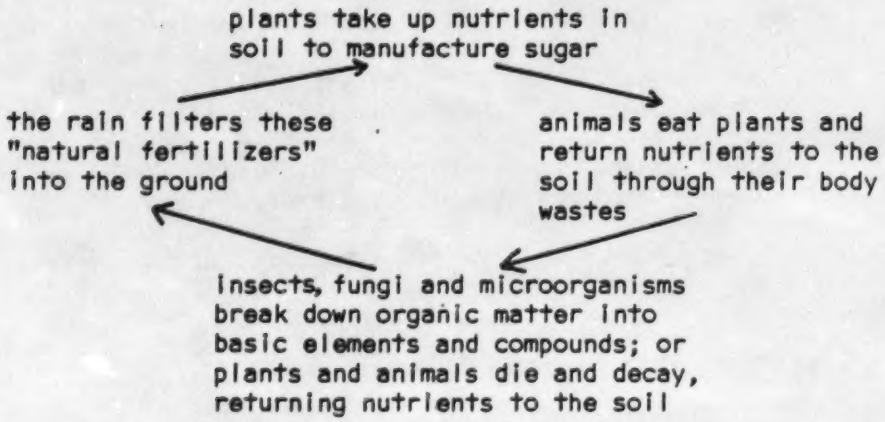
. Examine natural cycles that exist within the environment.

- What is the water cycle? How does it work? (Draw a labelled diagram.) *Note:* See World Geography (D. C. Heath), p. 34.
- Why is the water cycle so very important to life on the spaceship earth?


OXYGEN-CARBON DIOXIDE CYCLE
animals breathe oxygen
animals exhale carbon dioxide
plants take in carbon dioxide
plants give off oxygen as a waste product

- What is the nutrient cycle? How does it work? Illustrate with specific examples.
- Why is the nutrient cycle important to life on the spaceship earth?

NUTRIENT CYCLE


plants take up nutrients in soil to manufacture sugar
animals eat plants and return nutrients to the soil through their body wastes
insects, fungi and microorganisms break down organic matter into basic elements and compounds; or plants and animals die and decay, returning nutrients to the soil
the rain filters these "natural fertilizers" into the ground

- How does death support life in an ecosystem? Give examples.
- Illustrate how renewable resources are part of a natural cycle in the environment.
- How does survival in the spaceship earth depend on conserving and protecting the "balances" and "cycles" of all ecosystems?

. Examine how humans are threatening the environment and the implications. (Collect newspapers, magazine articles etc., which address these topics.)

- How are current human activities threatening the local and global environment? Examine topics such as:
    - air;
    - water;
    - soil;
    - land use;
    - resources (renewable and non-renewable);
    - wastes (mining, nuclear, etc.);
    - population increases;
    - security.
- What implications do the current trends that threaten the environment have on the future of spaceship earth? Examine topics such as:
    - increasing industrialization;
    - increasing urbanization;
    - population increases;
    - ever-increasing demand on resources;
    - nuclear waste disposal;
    - increasing insecurity.

Conclusion

. Examine actions which have been taken to protect the local and global environments or to minimize the threats to it. Explore some of the following topics:

  - establishing parks, forest reserves, wilderness areas, game preserves, nesting areas, etc.;
  - laws, regulations and restrictions to control pollution of air, water, noise, soil, etc.;
  - projects and programs aimed at protecting river banks, green spaces, unique environments, soils, trees;
  - recycling projects of paper, bottles, metals, etc.;
  - zoning laws and regulations for land-use in urban and rural areas;
  - programs promoting population control.

. Examine actions which should be taken to decrease the threats to the local and global environment. Explore the following questions.

  - What should be done?
  - Who should do it?
  - Examine topics such as:
    - controlling pollution
    - conservation methods;
    - resource management;
    - spraying for insects and weeds;
    - population control;
    - disarmament (nuclear).

. Have students suggest some of the conclusions that they have drawn from their study of spaceship earth. Suggestions such as the following could be helpful:

  - Space and supplies on the spaceship earth are limited.
  - The number of people that spaceship earth can support depends upon the available space and supplies.
  - The problem of maintaining space can be solved only by limiting the number of people occupying the space.
  - Supplies can be conserved by limiting the number of people using the supplies or by reducing the demands on the supplies.
  - The change made by humans in one ecosystem has implications for another ecosystem.
  - Life in the spaceship earth is all related.

SUGGESTED LEARNING RESOURCES

PREFACE

The learning resources, identified by the Social Studies Materials Selection Committee, have been selected to provide support materials for teachers and students. These resources are not intended to be comprehensive; revisions and additions will be made on an on-going basis.

Where possible, the selections have been matched with particular units. However, they are generally applicable to a specific aspect of each unit, rather than to the unit as a whole.

Some materials can be used at various levels and for different units. Reading comprehension, concept level, and overall format were considered for each grade level.

The learning resources are identified in four categories:

TEACHER RESOURCE

These titles are bibliographical, professional teacher publications, or may provide general informational background for the unit or topic. The reading level would be advanced for the grade level.

STUDENT RESOURCE: GENERAL

These titles provide basic information that may not be contained in the primary text sources. Most students at the grade level should be able to read and comprehend the printed text.

STUDENT RESOURCE: ENRICHMENT

These titles provide additional depth of conceptual and creative content coverage, which may be at a more advanced reading level than the primary source titles. Generally, the title will emphasize an integrated approach.

STUDENT RESOURCE: REMEDIAL

These titles are written as reading levels that should provide remediation in comprehension, conceptual understanding, and skills for children who require study in these areas.

Consult the following titles for additional ideas for resources. These titles have been distributed to all schools; please check your school library or the Department of Education Library.

In Search of Canadian Materials

Published annually since 1977 by the Manitoba Department of Education, this bibliography identifies titles for all subject areas. Annotations and suggested reading levels are included.

Native Peoples: Department of Education Resources Pertaining to Indians, Inuit, and Metis

This is an annotated bibliography of materials located in the Department's library collection. Grade levels are noted next to the annotations (Manitoba Department of Education, 1982).

UNITS I - V

TEACHER RESOURCES

Danzer, Gerald A., and Larson, Albert J. Land and People: A World Geography. Scott, Foresman and Company, 1979.

Gross, Herbert H. World Geography. Follet Publishing Company, 1980, 544 pp.

Hobley, L. F. Introducing Earth. SI Metric Editions, Part I and II.

Trueman, R. W. Introducing Earth. Teacher's Guides, Parts I and II. MacMillan of Canada, 1979.

This two-volume book was designed as a student text for the grade seven program. However, its traditional, physical geography orientation lacks the focal point of the program. The two-volume approach poses practical problems and there is much repetition in the second volume concerning the solar system. The text does contain a thorough evaluation system and maps which are easily reproduced.

The teacher's guides contain a helpful list of addresses for obtaining free material from embassies, consulates, and corporations.

STUDENT RESOURCES: GENERAL

Kemball, W. G. Canada and the World. Book One. (A Guide to Using the Canadian Oxford School Atlas.) Oxford University Press, 1980. 121 pp.

This book has a much simpler format than The Canadian Oxford School Atlas. All printing is in black and white, with large print and simple illustrations which help to simplify the difficult concepts illustrated in the Atlas, and brings the level of possible use down several grades.

The Canadian Oxford School Atlas. Oxford University Press. 4th Edition, 1977, 172 pp.

This atlas contains a wealth of information on Canada and all parts of the world, with extensive topographical, economic and climatic data, and many charts.

However, the colour coding on physical maps is too subtle and not easily distinguished. Political boundaries, especially between provinces, states and countries, are faint. Names, lesser rivers and smaller towns are in fine print. Summer and winter precipitation are not distinguished on climate maps. The atlas contains many climate graphs, but some omissions; for instance, there are no examples from Northern Ontario, Newfoundland, Prince Edward Island, or New Brunswick.

UNIT I: THE PLANET EARTH

STUDENT RESOURCES: GENERAL

The Diagram Group. Earthship. Longman, 1980. 62 pp.

This is an extremely attractive book with many colour illustrations, detailed explanations and comparisons, diagrams, maps. Topics include the location and structure of the earth, human environments and development, and environmental problems. Print is rather small in places, but brief.

Earthship is a British publication, but specific examples are few and not exclusively British.

Shapland, Jeff. Only One Earth. Visual Publications, 1977. nine filmstrips, nine cassettes.

Frames are good quality, bright, clear, simple, colourful, with superimposed diagrams. Voice is clear and easily understood. A guidebook with detailed explanations is included.

The Elements of Climate. Visual Publications, 1975. Distributed by McIntyre Educational Media.
nine filmstrips, nine audio cassettes, nine teacher guides.

Titles in the Series:

1. The Seasons - Part I (Day and Night). Introduces the study of the earth as a globe and how daylight and darkness are caused by the rotation of the earth. The effect of the earth's tilted axis on the relative length of day and night is also explained.
2. The Seasons - Part II (Spring, Summer, Autumn, Winter). Describes the effect of seasonal change on temperature.
3. Climate - Part I (Effect of the Sun). Explains the arrangement and character of the different seasons in the following types of climate: equatorial, savanna, mid-latitude maritime and arctic.
4. Climate - Part II (Effect of Land and Sea). Continues to develop the theme of seasonal regimes, using climatic types where the effects of land-and-sea distributions are very strong (desert, monsoon, continental interiors).
5. Climate - Part III (Effect of High Ground). Explains the most significant ways in which the climate of a given locality is modified by altitude.
6. Climate - Part IV (Effect of Ocean Currents). Describes how ocean currents affect climate.
7. Rain. Explains the cycle of evaporation, condensation, precipitation and the factors which affect these processes.
8. Wind. Establishes a connection between air temperature and air pressure and between air pressure and movement of the air.
9. Tides. Describes the rise and fall of the tides.

The illustrations have been especially drawn and the captions prepared to make each presentation suitable for ages 9 to 13.

Geolab 1: A Basic Skills Programme in Geography. McGraw-Hill Ryerson, 1981, 64 pp.

This readable book contains attractive illustrations, maps, charts and diagrams. Much of it consists of student activities. Just about every type of map, graph and geographic concept is covered.

Geolab 2. McGraw-Hill Ryerson, 1981, 112 pp.

This book is a continuation of Geolab 1 and examines more complex and advanced concepts, but the language is not difficult. Print is generally large. Canadian content is extensive. Topics include map scale, elevations, contours, aerial photographs, urban areas. It consists largely of student activities.

The Origins of the Earth GP/S1 - GP/S10. McIntyre Educational Media Ltd., 1971 - 1979. (Leased on individual filmstrip copyright dates).

This filmstrip/audio-tape kit is composed of:

1. fold mountains (38 frames)
2. volcanoes 1 (37 frames)
3. volcanoes 2 (40 frames)
4. sea 1 - erosion (37 frames)
5. sea 2 - deposition (39 frames)
6. rocks and minerals (41 frames)
7. rivers 1 (35 frames)
8. rivers 2 (37 frames)
9. rivers 3 (39 frames)
10. ice 1 (38 frames)
11. ice 2 (39 frames)
12. ice 3 (39 frames)
13. weathering (38 frames)
14. soils 1 (37 frames)
15. soils 2 (38 frames)
16. plate tectonics (39
17. earthquakes (37 frames)
18. vulcanicity (37 frames)
19. waterfalls and gorges (38 frames)
20. lakes (42 frames)

Each filmstrip/audio-tape has a script/notes handbook for the teacher. If a "freeze-frame" is required, the additional notes for each illustration could prove useful. The content of the kit, especially in captioning, is challenging at this level. The range and extent of material is comprehensive in that a teacher can cover a topic fully with individual filmstrips/tapes.

UNIT II: THE PHYSICAL ENVIRONMENT AND ITS RESOURCES

TEACHER RESOURCES

Ewert, Henry. Energy. Instructional Media Services, Manitoba Department of Education, 1980.

three filmstrips, two audio cassettes, teacher's manual

The purpose of this three-part kit is to create a basic understanding about the nature of energy and the needs for energy as it affects all of us in Canada. Part I explains the concepts of energy; Part II examines electrical energy; and Part III discusses the future potential of energy and various alternatives. Each part is well organized with objectives, vocabulary, terms and concepts, review questions, discussion questions and things to do. It is suggested that teachers preview each filmstrip, that the review and discussion

questions be used as a guide, and that the vocabulary word list be reviewed prior to class involvement. Each filmstrip/cassette is clear and concise, and uses coloured pictures/diagrams, written headings/outlines, and activities encouraging audience participation.

STUDENT RESOURCES: GENERAL

Burton, Robert. The Polar Regions. Visual Publications, 1976.

two filmstrips, two cassettes, guidebook

One set examines the Arctic, the other the Antarctic.

The Diagram Group. Earthship. Longman, 1980. 62 pages.

See Annotation Unit 1: Student Resources: General

Huston, David. The Desert Regions. Visual Publications, 1976.

two filmstrips, two cassettes, guidebook

One filmstrip/cassette looks at plant life, the other, at animals. Pictures are sharp, varied and simple, and well-coordinated with the commentary, which is clear and easy to understand.

-------. The World of the Savanna. Visual Publications, 1974.

five filmstrips, five cassettes, five guidebooks

The first filmstrip/cassette provides an overview, while the other four examine the varied animal life of the Savanna. Pictures are clear and bright, and the voice is easy to understand.

Procter, John. Tropical Rain Forests. "The Web of Life" Series. Visual Publications, 1979.

two filmstrips, two cassettes, guide (23 pages)

Pictures are clear, bright and colourful, and the voice is easily understood. The guidebook gives detailed information on each frame. The material deals with the vegetation, animals and people of the Rain Forest.

Shapland, Jeff. Only One Earth. Visual Publications, 1977.

See Annotation Unit 1: Student Resources: General

The Elements of Climate. Visual Publications, 1975. Distributed by McIntyre Educational Media.

See Annotation Unit 1: Student Resources: General

STUDENT RESOURCES: ENRICHMENT

Individuals in their Environments. Harcourt Brace Jovanovich, 1977. 80 pp.

This book matches the section: "Major Resources of the Earth's Surface and their Importance to the Continuation of Life on Earth."

The text has large print, relatively simple reading level, colourful illustrations, maps, charts and student activities. It covers patterns of habitat (desert, prairie, humid), and patterns of balance.

This publication is American, with American examples and comparisons.

The Earth's Landforms. National Film Board, 1977. Distributed by McIntyre Educational Media.

five captioned filmstrips

Titles in the Series:

1. Desert Landforms
2. Coastal Landforms
3. Volcanic Landforms
4. Fluvial Landforms
5. Mountain Landforms

These filmstrips describe the major characteristics of the earth's landforms and how they develop. Maps show where the landform patterns exist on the earth's surface. Connections between landforms and climatic conditions are also made. Canadian examples are used as illustrations.

The Earth Without Man. Visual Publications, 1978. McIntyre Educational Media.

nine filmstrips, nine audio cassettes, nine teacher guides

Titles in the Series:

1. Hot Deserts
2. Hot Grasslands - Part I
3. Hot Grasslands - Part II
4. Equatorial Lands
5. Monsoon Lands
6. Mediterranean Lands
7. Maritime Lands
8. Cold Lands - Part I
9. Cold Lands - Part II

The contents of this kit describe the location and topographical characteristics of the world's major climatic regions. Emphasis is placed on the types of natural vegetation and wildlife of each area. Little information is given about human relationships to these environments, which could promote further research.

STUDENT RESOURCES: REMEDIAL

An Introduction to Weather. (Wonders of Learning Kit) National Geographic Society, 1981.

The contents of this kit are:

1. thirty student booklets
2. one narration audio cassette (12 min.) (optional)
3. one teacher's guide with duplicating masters, activity guide and post-test

A teacher can employ this learning material kit in individual or group instruction at grades three to five reading levels. The content closely matches the sub-topic of major resources of the earth's surface. The reference notes and activity guide are helpful in planning lessons.

UNIT III: THE DIVERSITY OF HUMAN LIFE ON EARTH

TEACHER RESOURCES

Fyson, Nance Lui. Africa: Resources for World Geography. Thomas Nelson and Sons Ltd., 1975. 48 pp.

This soft cover text is part of a series on world geography and examines conditions in Africa with a strong emphasis on people. It uses case studies, fact sheets, black and white photographs and illustrations. A two-page section of helpful materials is included.

This booklet is applicable to Unit III, The Diversity of Human Life on Earth, and Unit IV, Patterns and People Around the World. Some of the material is dated; e.g., inclusion of Spanish Sahara on the maps and some of the statistical data is pre-1973.

-------. Asia: Resources for World Geography. Thomas Nelson and Sons Ltd., 1975. 48 pp.

This booklet in the series examines conditions in Asia, with a strong emphasis on people. It uses case studies, fact sheets, black and white photographs and illustrations. A two-page section of helpful materials is included.

The material is applicable to Unit III, The Diversity of Human Life on Earth, and Unit IV, Patterns and People Around the World. Some of the material is dated; e.g., two Vietnams and some of the statistical material is pre-1973.

The United Kingdom is used as the main contrast in data.

-------. Latin American and the Caribbean: Resources for World Geography. Thomas Nelson and Sons Ltd., 1975. 48 pp.

This part of the series on world geography examines conditions in Latin America and the Caribbean with a strong emphasis on people. It uses case studies, fact sheets, black and white photographs, and illustrations. A two-page section of helpful materials is included.

The material is applicable to Unit III, The Diversity of Human Life on Earth, and Unit IV, Patterns and People Around the World. Some of the material is dated; e.g., Belize is British Honduras and some of the statistical data is pre-1973.

United Kingdom is used as main contrast in data.

Ormston, Randal (Ed.). One Earth: Why Care? Canadian Red Cross Society, 1977 (Revised 1979). 151 pp.

This material offers a different approach to human geography. It examines the need for world interdependence by answering seven misconceptions.

Why Should We Care?
They're Poor Because They're Lazy
Why Don't They Help Themselves?
Why Don't They Stop Having Babies?
Why Don't The Indians Eat Their Cows?
Why Do They Live Like That?
Why Don't They Find a Better Place to Live?

Each question is answered by a case study of a family or community. The case study provides questions and activities. The material is applicable to Unit III, Topic 2, Population Patterns Around the World, and Unit IV, Patterns and People Around the World. The material also contains useful data sheets on countries, maps on malnutrition, literacy and population.

STUDENT RESOURCES: GENERAL

The Diagram Group. Earthship. Longman, 1980. 62 pp.

McKenzie, Aileen et al. Involved in Mankind. Voluntary Committee on Overseas Aid and Development, 1976. 48 pp.

"A visual record of an exhibition of work done by U. K. schools on a 'Third World' topic...," the book consists of student projects with comments and explanations by the editors. Print is large, illustrations are clear, varied and attractive. A variety of student activities are implied in the projects themselves. Topics include racial and cultural patterns, population interaction, economics and human rights.

Ormston, Randal (Ed.). One Earth: Why Care? Canadian Red Cross Society, 1977 (Revised 1979).

See Annotation Unit III: Teacher Resources

UNIT IV: PATTERNS AND PEOPLE AROUND THE WORLD

TEACHER RESOURCES

Evans, Gary. Introduction to Indonesia. Manitoba Department of Education, 1978.

two filmstrips, two cassettes, teacher's manual

The kit compares Indonesia to Manitoba. There are overhead transparencies, duplicating masters, pamphlets and maps on both Manitoba and Indonesia.

The program is designed as a seven-week study comparison. The material on Indonesia is applicable to Unit IV, Patterns and People Around the World.

Fyson, Nance Lui. Africa: Resources for World Geography. Thomas Nelson and Sons Ltd., 1975.

See Annotation Unit III: Teacher Resources

-------. Asia: Resources for World Geography. Thomas Nelson and Sons Ltd., 1975.

See Annotation Unit III: Teacher Resources

-------. Latin America and the Caribbean: Resources for World Geography. Thomas Nelson and Sons Ltd., 1975

See Annotation Unit III: Teacher Resources

Ormston, Randal (Ed.). One Earth: Why Care? Canadian Red Cross Society, 1977. 151 pp.

See Annotation Unit III: Teacher Resources

Tooke, Moyra. Cultures and Commodities: Bangladesh. Part I. The Teachers Press Ltd., 1979. Distributed by Fitzhenry and Whiteside.

The package consists of a teacher's guide, one filmstrip, cassette and five seminar kits containing notes, essays, maps, diagrams and discussion questions. The kits are on geography and society, the commodity, world trade, poverty and technology. Also included is a glossary of economic terms.

The package has a high reading level and needs teacher direction even if students are to use it as enrichment. The material is in letter-size booklets and contains excellent suggestions for activities.

-------. Cultures and Commodities: Peru and Bolivia. Part II. The Teachers Press Ltd., 1980. Distributed by Fitzhenry and Whiteside.

The package consists of a teacher's guide, one filmstrip, cassette and five seminar kits containing notes, essays, maps, diagrams and discussion questions. The kits are on geography and society, the commodity, world trade, poverty, population and related global issues, geography, society and technology. Also included is a glossary of economic terms.

The package has a high reading level and needs teacher direction even if students are to use it as enrichment. The material is in letter-size booklets and contains excellent suggestions for activities.

-------. Cultures and Commodities: East Africa - Tanzania and Kenya. Part III. The Teachers Press Ltd., 1980. Distributed by Fitzhenry and Whiteside.

The package consists of a teacher's guide, one filmstrip, cassette and four siminar kits containing notes, essays, maps, diagrams and discussion questions. The kits are on geography and society, resources and economics, the developing societies and people and wildlife. Also included is a glossary of economic terms.

The package has a high reading level and needs teacher direction even if students are to use it as enrichment. The material is in letter-size booklets and contains excellent suggestions for activities.

STUDENT RESOURCES: GENERAL

Ormston, Randal (Ed.). One Earth: Why Care? Canadian Red Cross Society, 1977. 151 pp.

See Annotation Unit III: Teacher Resources

Rosenstock, Jane, and Adair, Dennis. Reshaping the Future. National Film Board (no date, but later than 1977).

two filmstrips, one cassette, guidebook, pre-test, world economic map, UN Seventh General Assembly

This kit analyzes world economic problems and aims "Toward a New International Economic Order." The frames are sharp and colourful and the voice is clear. The language is not difficult. Much background material is given in the guide. A pre-test is given to prepare students, and definitions of unfamiliar terms are given in the guidebook.

The second filmstrip, "Let's Talk About It," is a cartoon with printed captions, designed to facilitate class discussion.

The economic map provides information (as of 1977) for each country on population, income, life expectancy, and exports. The United Nations booklet provides information on the issues and background of the Seventh Special Session of the General Assembly, September 1975. The language of this booklet is more difficult and is better used as a teacher resource.

STUDENT RESOURCES: ENRICHMENT

Brandwein, P. F., et al. Groups and Their Resources. Harcourt Brace Jovanovich, 1977. 80 pp.

This book explores the use of resources and international trade. It has large print and a variety of illustrations. The many maps are in an attractive, three-dimensional format. Student activities are included in each chapter.

The text is an American publication with American examples.

-------. Individuals as Producers. Harcourt Brace Jovanovich, 1977, 1972. 82 pp.

This book would match the topics "Meeting Basic Needs," and "Development." It has large print and colourful illustrations, student activities, charts. Language is not difficult, but in some cases controversial opinions are stated as fact, and reflect a North American consumer bias.

Sample economic studies are made of several varied parts of the world: the United States, Great Britain, the U.S.S.R., Latin America, China.

This publication is American, with American examples and comparisons.

Evans, Gary. Introduction to Indonesia. Manitoba Department of Education, 1978.

See Annotation Unit IV: Teacher Resources

Richardson, Robin. Progress and Poverty. Nelson, 1979. 48 pp.

This book analyzes the effects of poverty, with opinions and possible solutions. Language is not difficult and print, illustrations and charts are clear and varied.

The text aims at consciousness-raising and student response. Some statements are bound to raise controversy, so teachers must be thoroughly familiar with the material.

-------. World in Conflict. Nelson, 1978. 48 pp.

This book examines war, the arms race, injustice, racism, and people's attitudes to them. The language is relatively easy and the print is generally large and clear; there is a good variety of pictures.

The material aims at invoking student responses to conflicts both personal and global.

This book is a good discussion-starter but contains many controversial opinions. Teachers should be thoroughly familiar with the material and make it clear to the students that many statements are for discussion only.

Tooke, Moyra. Cultures and Commodities: Bangladesh. Part I. The Teachers Press Ltd., Ottawa, 1979. Distributed by Fitzhenry and Whiteside.

See Annotation Unit IV: Teacher Resources

-------. Cultures and Commodities: Peru and Bolivia. Part II. The Teachers Press Ltd., Ottawa, 1980. Distributed by Fitzhenry and Whiteside.

See Annotation Unit IV: Teacher Resources

-------. Cultures and Commodities: East Africa - Tanzania and Kenya. The Teachers Press Ltd., Ottawa, 1980. Distributed by Fitzhenry and Whiteside.

See Annotation Unit IV: Teacher Resources

UNIT V: ECOLOGICAL SYSTEM OF THE EARTH

TEACHER RESOURCES

Glassman, Martyn, and Kisiow, Elaine. Cooperation and Community Life. Saskatchewan Cooperative College of Canada, 1980.

"Environmental Life" - Section V, 1, pages 94 - 109.

Pollution - Using investigative skills, students are encouraged to increase their knowledge of pollution (noise, air, water, natural beauty) under the following headings: (a) Problems; (b) The Individual as a Polluter; (c) Solutions; (d) Some Investigations. Because the stories used throughout are reprints from RANGER RICK NATURE MAGAZINE, the language and some of the activities are elementary. The follow-up activities (pages 107-109) are appropriate for this grade level and "Water" activities (page 101) could be adapted readily. NOTES TO THE TEACHER (pages 94-95) gives an overview of the unit.

"Environmental Life" - Section V, 1, pages 119-120.

Conservation - A listing of ways to conserve energy is intended to increase the students' awareness of conservation.

"Environmental Life" - Section V, 1, pages 120-124.

Recycling - The article Recycling, reprinted from RANGER RICK NATURE MAGAZINE, is a springboard for a recycling project for the class as a follow-up activity, which can be adapted to the grade seven level. A math follow-up activity, NEWSPAPER RECYCLING SURVEY (page 124), is of interest.

STUDENT RESOURCES: GENERAL

Shapland, Jeff. Only One Earth. Visual Publications, 1977.

See Annotation Unit 1: Student Resources: General

Sweeney, Robert E. Environmental Concerns: The World. Harcourt Brace Jovanovich, 1977. 167 pp.

The reading level is not difficult, and the print is clear, although a bit small. Pictures are sharp, black and white photographs with some charts, graphs, diagrams. The book is very comprehensive, dealing with growth trends, industrialization, pollution, nonrenewable resources and food.

STUDENT RESOURCES: ENRICHMENT

Richardson, Robin. Caring for the Planet. Nelson, 1977. 48 pp.

This book examines the physical environment of the earth, the problems created by environmental mismanagement, various analyses and proposed solutions, and possible student responses.

The material contains clear, sharp and varied illustrations, all black and white. Print is clear and the reading level is relatively simple. There are several charts. Aims and methods are included.

The Web of Life - Oceans. VP International, 1980. Distributed by McIntyre Educational Media.

three filmstrips, three audio-cassettes, one teacher's guide

Titles in the Series:

1. The Oceans - Part 1 - "The Open Sea"
2. The Oceans - Part 2 - "The Edge of the Sea"
3. The Oceans - Part 3 - "Islands and Man's Use of the Sea"

The filmstrips provide an introduction to the ecology of the seas. The text examines some basic features of the marine environment and introduces the major communities in the oceans. The presentation concludes with a brief summary of some of the ways in which people are using the sea and why they must learn to manage it wisely.

STUDENT RESOURCES: REMEDIAL

Saving Energy (Wonders of Learning Kit Series). National Geographic Society, 1981.

The contents of the kit include:

1. thirty copies of a student booklet
2. one optional narration audio-cassette (12 min.)
3. one teacher's guide including activities, duplicating masters and post-test

This multi-media learning kit is suitable for classroom or individual use with a reading level of grades three to five. A detailed teacher's guide facilitates a choice of activities and areas of study.